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Teachers' Guide

Japan

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Man In His World



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MAN IN THIS WORLD

Teacher's Guide

Japan

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Man In His World Series

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Co-ordinating Editor

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Fitzhenry & Whiteside
150 Lesmill Road
Don Mills, Ontario M3B 2T5

Printed and bound in Canada

ISBN 0-88902-085-X

Introduction

The material chosen for this book has been organized around two themes. The first is the unique culture developed over many centuries by the Japanese people partly through selection from "overseas" cultures (particularly China) and elaborated over long periods of isolation from these same overseas influences. The result is a distinctive culture of continuing interest. More and more, this culture has been heavily influenced by European and North American cultures — so much so that the visitor to present-day Japan will have to search diligently to find the "typical" Japanese culture, untarnished by Western gadgets and ideas. Nevertheless, the authors have included many aspects of this cultural tradition in order to let students appreciate the past of this fascinating nation.

The second theme focuses on the modernization of Japan and its rapid industrial and urban growth. As the third-ranked industrial country, after the United States and the USSR, Japan has presented a rapidly changing face to the world during the 20th century. The nature of these changes and the ways in which Japan has succeeded in its economic miracle are touched upon.

Japan: Land of Earthquakes (pages 2-7)

The first section deals with one important fact of life in Japan; namely, the volcanic origin of the islands and their susceptibility to earthquakes. To begin, students might describe what the word "earthquake" means to them. Some will likely have read, or heard about a recent earthquake somewhere around the world, maybe even in Japan. They might describe some of the ways earthquakes affect the places where they occur. They might be asked if their home area has ever had an earthquake or if they have ever experienced one. Few will have had such an experience; however, from what they have heard or seen, they might be asked to explain how they might feel and act if an earthquake was to occur.

The newspaper descriptions (pages 2-3), the photographs (page 4), and the drawing (page 5) show some of the effects of earthquakes in Japan. The students might now relate this information to their earlier discussions and write a note on the effects of earthquakes on Japan and how these compare with their previous ideas.

Turn to page 7 and examine the world map. Describe the areas of North America where earthquakes would be most common. Have the children decide if they are in an earthquake belt, or not. They should compare their home area with that of Japan, as to the likelihood of experiencing a quake. Would an *average* Japanese citizen be more likely to experience an earthquake than an *average* resident of Canada or the United States?

The students should have some understanding of the effect that such phenomena can have on people and their possessions. They should also realize that certain areas and countries are more likely to suffer from earthquakes than others and that no part of Japan is free from such disasters. Have the students read and consider the information in the Did You Know? on page 3 and study the size of the green dots on the Earthquakes and Volcanoes map, page 7. They should notice that not all earthquakes are large and destructive; some are

even too weak to be felt by people and can only be detected by sensitive instruments known as seismographs. They might follow this discovery up by answering question 4 on page 5.

To examine other features associated with earthquakes, have the students find the term "The Ring of Fire" on page 7 and explain why this name is used. Have them explain why Japan is part of this "Ring of Fire" based on evidence on pages 6 and 7. In this way, the presence of volcanoes can be introduced and linked to earthquake activity.

This introduction to the geology of Japan may lead into a further study of volcanoes and earthquakes based on library research of slides, filmstrips and movies. This may be followed up by all members of the class, or may be of interest to certain students.

Pages 8-19

Having established the fundamental geographical and geological situation of Japan in broadest outline, the next six spreads focus in on one specific region of Japan in three progressively more detailed views which show how the human population has adapted to and modified that environment: the Inland Sea area of southern Japan (pages 8-9, 10-11); a farming village in that area (pages 12-13, 14-15); one house within that village (pages 16-17, 18-19). Each spread is self-contained, and should be considered in detail, but the sequence of material provides a very practical opportunity to review the idea of scale in maps and pictures and to stress the importance of looking at a variety of evidence when learning about something.

The Inland Sea Area of Japan (pages 8-9)

Start by reviewing measurement, linear metric units, and simple map skills. The students might work from an atlas and review how to use the scale shown on the maps. If they are not familiar with scale, teach it by scaling down the classroom so that it can be drawn on a piece of paper. The students may step off the perimeter of a room instead of measuring; twelve paces could be 12 cm and so on.

Students should be able to show how the amount of detail on a map is related to scale. Have them examine and find the change in scale used for A and A1. They should see how the change of scale helps them to answer question 2. After completing question 3, see if they can answer the same questions about Borneo or the South Island of New Zealand. Have them draw a plan of their room and then change the scale for a small part.

Take time to discuss the symbols used on the map and follow up with work from the atlas. Some time should be spent on orientation and direction. What direction is Sydney from Japan, or Winnipeg from Mexico, for example? They should place the compass point of North, and the exact scale on most of the maps they draw.

How the Land Is Covered (page 10)

Start by examining the graph on page 10, and identify the four symbols used. Find the countries mentioned. Explain proportion, and make sure that students understand what the graph indicates — does England actually have more grassland than the USA?

For this exercise, it is presumed that all grassland is potentially arable and that mountainous and forested areas are not. Only 16 percent of Japan is cultivated and a remaining small 6 percent is in pasture. Grains are more important than milk, so dairy products take a back seat to grain-growing. Most of Japan is hilly, mountainous and forested, making it even more difficult to develop a cattle industry.

England, USA and Australia have a high percentage of potential pasture land and they all have highly developed dairy industries.

What the Weather is Like (page 11)

Children enjoy climographs. The forms can be run on the ditto machine or purchased commercially. Your nearest high school geography department can probably provide some, offer suggestions on using them, and give rainfall and temperature data for a large number of places. Choose popular holiday places to add interest. Relative terms like "wet" and "dry" should be discussed.

The climatic requirements of wheat and rice should be studied. Terms like "growing season" should be introduced. Draw the climograph of Wichita, Kansas, and compare it to Kobe. Why not grow rice in Kansas?

Rice may or may not be grown in New Orleans, but it resembles Kobe in climatic conditions. The students should have the opportunity to find out whether rice is in fact grown close to New Orleans.

Taro's Village (pages 12-13)

The central illustration on these pages shows a typical upland farming village in southern Japan; the artist's rendering is based on the map on page 14, but is simplified to highlight the key features of this type of agriculture.

To have a balanced mixed farm, the farmers own fragmented plots of land. The four small sketches A-D are close-ups of areas in the larger illustration and should draw the students' attention to the different productive uses made of different types of land:

- A: steep hillsides and hill tops — forest products
- B: gentle, lower slopes — terraced for rice growing or other staple crops
- C: steeper mid-level slopes — terraced for growing of non-staple crops like oranges
- D: Flat valley — rice fields

Even though the rainfall is high, rice is usually irrigated as an insurance measure. Thus, although the land is privately owned, farmers do not have total freedom of action because of the need for centralized control, coordination, and maintenance of the water distribution system.

A great deal of time, effort, and money is required to produce suitable irrigable land. Terraces are created to increase the usable land area, and these are irrigated if possible. The students might be asked how far up the hillside the irrigated area would extend, and how the water would get there. Pumping is sometimes used, but usually the water supply is gravity-fed and the terraces would not be irrigated higher than the level of the water supply. In the illustration a dam is seen further up the

valley. This suggests the maximum height of irrigation and also shows the need for large capital expenditures and centralized control of the water system.

Flat land, essential for flood irrigation, is very valuable, and students should notice several ways in which this is conserved and intensively used. Discuss, for instance, the location and the population density of the village.

Map of Taro's Village (pages 14-15)

The map on page 14 is real. Rice culture dominates the landscape. Notice the pattern of buildings and refer to page 16. All the features on pages 12 and 13 are represented here by symbols. Apply the symbols to the map before doing the questions. Notice the position of the "other crops" close to the village. Why would this be so?

Question 8 requires that an average family size be known — 5-9 will do. See page 20.

Question 9 — Drainage is of prime importance to irrigation. Supply ponds are usually higher than the fields. Japan's farmers make wide use of portable pumps and create their own suitable environment when conditions are not perfect.

Going to School (page 15)

The school is in an interesting location and the reason for its position is not known. An historical explanation seems plausible. Maybe it was there before the irrigation scheme. Maybe a different branch of government owns the land and communications between departments could be the reason. Can you find anomalies like this in your community? Probably. The school yard, however, is much smaller than for North American schools, thus conserving the valuable rice land.

Taro's House (pages 16-17)

In preparation for this page encourage the children to draw on their knowledge of a farm in their own country. Where is the farmhouse in relation to the barn, the vegetable garden, the fields? How big is the house; how big is the barn? Question the children on the materials that would be used in building a farm and compare the building materials used in this picture. The children might make a sketch of a farmstead in their own area and compare it with the illustration on page 16 as they work through the questions.

The roof of Taro's house has a steep pitch so that precipitation, either in the form of rain or snow, will run off quickly. The house is elevated on wooden posts to allow air to circulate under the house. This prevents moisture from collecting and stops dry rot from setting in.

The family has used thatch for the roof, tiles for the peak and the overhang, wood for the framework and outside of the house. These materials are easily available at relatively low cost. The outside of many rural homes remains unpainted, as the Japanese prefer drab colours to harmonize with the natural setting.

Living in a Japanese House (pages 18-19)

Taro's house has only one big room. Everyone lives in this room and it is kept neat and clean. They sleep on mattresses that are unrolled on the floor at night. In the

morning they get up and roll away their beds, putting them neatly away in a cupboard.

The Japanese use sliding paper screens as doors between rooms. Many Japanese houses use four kinds of sliding doors. *Amado* are the biggest type of screen. They are shut tight at night over windows, the way we use shutters. Inside the amado are sliding glass doors that serve as windows. Inside the glass doors are white *shoji* doors made from rice paper stretched over wooden frames. The closets have sliding doors as well. They are made of heavy paper with graceful designs on them. These are called *fusama*.

On entering a Japanese house one removes one's shoes so as not to soil the tatami mats. *Zori* have straw soles made with a thong that slips between the first and second toe. Slip toe socks called *tabi* are often worn with these. *Geta* shoes have high wooden soles to keep feet from getting muddy.

The Japanese bath is very different from the Western bath. On arriving in the bathroom it is customary to pour one or two buckets of water over yourself and then enter the tub to soak for five to ten minutes. After soaking, leave the bath, wash and rinse, then return to the bath to soak and relax once again, this time for twenty minutes or more. The bath is more than a cleansing device—it helps one to relax as well.

Taro and his Family (page 20)

The Japanese love children. Japanese children learn very early to show respect to their elders, especially their parents. Often grandparents live in the home along with their children and grandchildren.

The industrialization of the country, and the impact of Western ideas are changing the traditional pattern, but for the most part sex roles are still clearly differentiated for men and women, as the children may remark when reading about Taro's mother's responsibilities. In this farm family the women are wearing traditional Japanese clothing, though this too is changing, and would not likely be the case with a city family.

Of the duties listed for Taro, the first and the last—"attends school" and "studies"—are far and away the most important. Japanese schooling is noted for its rigour and competitiveness. Even in farm families, few school children are able to help their parents much, and as Taro gets older he will have little time or energy for anything but study.

How the Year Goes (page 21)

One of the best ways to appreciate the annual cycle of a Japanese farm is to compare it with a farm in your own area. If possible, the children (or a small delegation appointed by the class) might visit a farm, interview a farmer, or attend an agricultural fair to do research. The children should be armed with a list of questions like, "Why do (or don't) you do this or that?" Make up a circular chart like the one in the book and compare the two.

On the Japanese farm half the year is used for rice growing, but the children should note that even during this major activity the farmer also plants the bean crop, and spends some time harvesting tea. As well, several

other crops are produced through the winter months so that at no time of the year is the land unproductive.

Japanese farming is intensive not just in using all the available land area, but also in using all the available time in the annual cycle. This concept of *intensive* farming is a key one, and can be used as an introduction to the next four pages on the rice-growing cycle.

Rice Growing (pages 22-25)

The rice region of Japan is a great example of intensive, subsistence farming. The landscape is manicured and waste is virtually eliminated. It is highly scientific and mechanized but not an *extensive* operation. The holdings and machinery are miniature. It is labour intensive, as well as land intensive, and the children might discuss the first two pictures from this point of view. The rice farmer first sows the seeds in a seed bed and then transplants them into a flooded field. This takes more labour, but by using seedbeds the farmer can grow more crops. While the rice seedlings are sprouting, another crop such as wheat or barley can be ripening in the larger fields.

The idea of plowing a flooded field is an Eastern idea. Rice grown in America and Australia is cultivated like wheat, until the flooding stage.

It is still possible to see scenes like those at the bottom of pages 22 and 23, but they are less and less common. Rice-planting machines and power-driven plows have been coming into wider and wider use. The children might go through the pictures on these four pages and classify them as "old style" and "new style." In some, as in the view of the transplanting operation on page 22, the old and the new can be observed side by side.

The conditions most suitable for rice culture also favour an abundance of insect and plant pests. Yields can be seriously lowered by a casual approach to this. Inter-row cultivation by hand and aerial spraying ensure a pest-free crop.

Rice cannot be suitably stored after harvest when its moisture content exceeds 16 percent. Refer to the climograph on page 11, the activity chart on page 21, and to page 25. Notice how the rainfall drops off in October and even more in November. The students will find this, if given time. This is a true "rice climate."

Protein, Seaweed, Fishing (pages 26-29)

Even though the Japanese farmers make highly efficient use of their available arable land, they cannot produce sufficient food. Where Western countries use the inefficient system of raising animal protein, the Japanese cannot. For this and several other reasons they have turned to the sea for protein.

The warm Japan Current provides the marine conditions suitable to fish growth. The length of Japan's coastline and the proximity of the sea to all parts of the country make the Japanese a maritime people.

The students could be allowed to find other countries which might eat a lot of fish—maritime nations that are washed by a warm current like Maritime Canada, Northeastern USA, and Sweden, for example.

Japan's fishing is both traditional and modern. In the Sea of Japan traditional type of fishing is carried out.

Elsewhere, the Japanese use huge floating factories which operate in the whole North Pacific with other modern fishing fleets. The large fishing factories far out-yield the traditional methods and explain question 1 on page 29. Try to find a list of Japanese seafood. The variety, including octopus, squid, and shark is enormous.

Food (pages 30-31)

Rice is the basic food of many Japanese, along with an amazing variety of fresh vegetables. The people eat a lot of fish, a great deal of it raw. Soybean curd and seaweed also form a big part of the diet, and Japanese who live in cities increasingly eat dairy products and meats.

Raw fish comes in two forms — *sashimi* and *sushi*. *Sashimi* is sliced raw fish served on a plate with a little shredded radish and seaweed. It is dipped into a small saucer of soy sauce and *wasabi*, an extremely hot Japanese horseradish. *Sashimi* is usually served as an hors d'oeuvre or first course. *Sushi* (raw fish and vinegared rice) is a full meal in itself. Foreigners who live in Japan feel that it is the most delicious of all Japanese food. One buys *sushi* in a special shop which resembles a butcher shop or meat market. The man behind the counter has probably taken ten years apprenticeship to reach his present position. He expertly slices the fish indicated by the customer, rolls two balls of vinegared rice, places a dash of *wasabi* on them, and then lays the sliced fish on top. The *sushi* are lifted up by the fingers, dipped in a bowl of soy sauce and eaten.

Meals are usually served on trays with the food arranged in bowls, each bowl containing one kind of food. Japanese meals are usually eaten with the familiar chopsticks.

Ikebana (pages 32-33)

To the Japanese, flower arranging is an art. It is a unique attainment of the Japanese people. In earlier days, Ikebana was closely related to the tea ceremony. It was a special way of decorating the tea room. Later many schools sprang up, and many styles of arranging flowers developed. Today in Japan there are more than twenty well-known schools of flower arrangement.

The art of garden making is also important. Like other Japanese art forms, gardens depict their love for nature, religion and beauty.

Japanese Writing (pages 32-36)

Here are some simple Japanese words you might like to use:

Japanese Numbers

1 — ichi	11 — ju-ichi	21 — niju-ichi
2 — ni	12 — ju-ni	
3 — san	13 — ju-san	31 — sanju-ichi
4 — shi	14 — ju-shi	
5 — go	15 — ju-go	41 — shiju-ichi
6 — roku	16 — ju-roku	
7 — hichi	17 — ju-hichi	100 — hyaku
8 — hachi	18 — ju-hachi	
9 — ku	19 — ju-ku	
10 — ju	20 — niju	

Some everyday Japanese phrases

How do you do?	Hajime — mashite
How are you?	Gokigen ekaga desuka?
Good morning	Ohayo gozaimasu
Good afternoon	Kon-nichi-wa
Good evening	Komban-wa
Good night	Oyasuminasai
Good-bye	Sayonara
Please	Dozo
Thank You	Arigato

Haiku (page 37)

An important part of everyday life of the Japanese people is their literature. Well educated persons in Japan can write poetry as well as they write letters. There are two distinct types—*Tanka* and *Haiku*. They are measured by the number of syllables in a line and the number of lines in a poem. The *Tanka* has 31 syllables in five lines. The first and third lines have five syllables and the others have seven. *Haiku* have only three lines, with five, seven and five syllables. Most Japanese poetry deals with the seasons of the year.

Western children are fascinated with trying to write these poetry forms. Pictures and slides of scenery make a good starting point for writing to begin. The rhyme and rhythm that exists in Western poetry does not exist in Japanese poems because of the nature of the language.

Kabuki (page 39)

Japan has one of the world's oldest theatrical traditions. The distinctive characteristics of the Kabuki lie in the combination of rhythmical lines said by the actors, the unique dances, samisen music, gorgeous costumes, colourful makeup and elaborate settings. Particularly interesting to Western visitors are the female roles, which are always played by male actors. The Kabuki program is a long-drawn-out affair running from about 11:00 a.m. to 10:00 p.m. with occasional intervals for meals and snacks inside the theatres. But very few people attend a full program from beginning to end. Japanese Kabuki-lovers will drop in for an hour or so to see their favourite actor.

The Ogre and his Bride (pages 40-41)

Japanese literature is rich in folklore. Look in your library to see if you can find some stories. Here are the titles of a few.

Momo's Kitten, Mitsu and Taro Yashima, Viking
A Pair of Red Clogs, Masako Matsuno, World
The Sea of Gold and Other Tales from Japan, Yoshiko Uchida, Scribner
Taro's Festival Day, Sanal Kawaguchi, Little Brown
Umbrella, Taro Yashima, Viking
The Youngest One, Taro Yashima, Viking
The Village Tree, Taro Yashima, Viking
Crow Boy, Taro Yashima, Viking

Japan and the Far East (pages 42-45)

Japan has thus far been considered without reference to the great Eurasian land mass. Japan's unique culture has been strongly influenced by the position of the country as an offshore island on the periphery of Eurasia—close to but still physically separate from the adjacent countries of the mainland. The initial impulse for many elements of Japanese culture came from outside—in particular from China—but the unique island position of the country also produced periods of isolation during which the Japanese changed and adapted these culture elements into something uniquely their own, related to but distinct from the culture of the mainland. As a result, the Japanese have displayed a remarkable ability to absorb words and ideas, customs and technology from outside sources and adapt these things to their own needs.

The most recent outside influences have come, of course, from Europe and North America, and have resulted in the economic transformation of Japan into a world industrial giant.

The material on pages 42 to 45 is designed to introduce this aspect of Japan, and these pages may be covered quickly as a bridge to the last section of the book (pages 46-64), which covers certain aspects of modern, industrial Japan.

Kaoshi and the Tokaido Express (pages 46-49)

This section might be introduced by asking how many students in the class have ever been on a train. Many will probably not have had the experience, or not very frequently at least. They might be asked how they travel when they go shopping, to the cottage, on vacation, or to visit someone in another area. This will probably result in the listing of the car over and over again.

In Japan, most people would probably travel by train to the various places mentioned above, except for shopping (where walking would be most common). A comparison of the advantages of cars vs. trains might form the basis of a class discussion. The fact that Japan is a crowded country with little land to waste might come out as the reason for its emphasis on trains.

Kaoshi is unusual in taking the Tokaido Express to work in that it is not designed as a commuter train but as a high-speed city-centre-to-city-centre express. It is a good choice for Kaoshi, however, since it goes direct from Kyoto to the heart of Osaka without stopping.

The Tokaido Express is only one of many types of trains that link almost every town, village and city in the whole of the country. It is probably easier and less tiring to take the train everywhere than to go by car or taxi in this crowded land. It is certainly cheaper. The great success (financial and technical) of the Tokaido trains is indicated in the Did You Know? on page 47, where it indicates the plans for 1985.

The travel section on page 49 is included to move the students from the rural village they have been studying in the earlier pages of the book into the city of Osaka. The appearance of the countryside soon changes as the train moves into the city. The probable order of pictures would be *D* (farming area), *A* (closely-jammed suburban homes), *B* (apartment buildings), and *C* (downtown

Osaka). The general point that might be used to explain the order is the nearer to the centre of the city the larger and higher the buildings become.

Urban Japan (pages 50-51)

The cities of Japan are largely found along the south coast. This means that crowding of people, buildings, factories, roads and railways has been necessary. This crowding has meant pollution of air, water and soil. Traffic jams, large crowds at stores, subways and other places, and constant building of homes, offices, industries, roads and railways are taking place constantly. Every piece of land is used for some purpose. If it can be made to serve two or three purposes at the same time, all to the good. Terraced farms, narrow roads, a lack of lawns around homes, smaller homes (than in North America), a large portion of people living in apartments, overhead train tracks and expressways, relatively few parks or open spaces, and underground railways and shopping complexes are just some of the ways that land is used very carefully in Japan. Buildings cannot be built above certain limits, however, because of the earthquake threat. Even so, new building techniques are making it possible for taller and taller buildings to be built.

On page 51, the graphs show some of the main jobs available to the Japanese worker. Two types of employment are declining while four others are increasing very quickly—those found mainly in urban areas. This change in job location is the major reason why so many people have moved and still are moving from the countryside into the city. If they do not move into the city, they commute, using the efficient train system. Once the students have answered the questions, take a census of the class and see how many parents are employed in the categories of jobs shown by each of the charts.

Shipbuilding (pages 52-57)

Have a class discussion on the following topics related to ships:

- their purposes
- why ships are getting bigger and bigger
- the advantages and disadvantages of bigger ships
- why some countries might build more ships than others
- what things are used to build a ship

Students might then check out their ideas with reference to Japan and add to their ideas where they find them lacking. Have the students prepare a report on shipbuilding in Japan using the information on these pages. You might give them some guidance on what might be included, such as: How important is shipbuilding in Japan? Where in the country are ships built? What are some of the materials that make up a ship? How many workers are used? How fast can a large tanker be built? How much money does Japan make selling ships to other countries?

The Shipbuilding Yard in Kobe (pages 52-54)

The position of Osaka on the delta has limited its usefulness as a port because of shallow water. The Yodo River is steadily depositing soil into the Inland Sea, creating a delta. As this delta grows, the water off-

shore gets shallower and shallower. As a result, Kobe, which is located near deeper water, has become a major port for the region, especially as ships get larger and require deeper water. When the shipbuilding companies built much smaller ships it was possible for them to locate near the mouth of the Yodo. As ships got larger and the river continued to fill in the end of the Island Sea, it became necessary to move farther and farther west along the coast to find deep water. Thus Kobe has become the largest shipbuilding city in Japan.

Most of Japan's shipbuilding is centred in the main cities that were named in the exercise on page 50. They are also positioned on the Inland Sea or at the head of long inlets. None are out on the open sea, because of the need for protection from typhoons. Since these industries use many workers, it is also to their advantage to be located in cities where there is a large labour force available, and where many of the industries that supply the various parts are located.

Building a Ship (pages 55-57)

On page 55, some of the items that must be included in today's modern supertankers are shown. Have the class divide them into things that are used to run the ship and things that are included to be used by the crewmembers. The pictures on pages 56-57 should give answers to the questions on the equipment and methods used to build ships. Most supertankers are built using the assembly-line method. Computers tell the work crews when to start building the various components of the ship so that they are ready at the precise time that they are to be put into place on the ship. These computers also indicate when the parts supplied by other factories should be brought into place on the dockside for assembly in the ship. The supertanker is usually built in three separate sections: bow, central section, and stern. Work on the bow and stern sections begins first since they contain the most complicated parts of the ship, including the engines and their control mechanisms and the living quarters. Usually these sections are built in separate dry docks. The ship can be assembled by floating the stern section into the dry dock where the bow section is waiting. Once the sections are joined the ship can float but has not yet been outfitted with engines, control and navigation devices, living quarters, or other internal parts. This is done while the ship sits at the dock. At the same time, the dry dock that this ship has just vacated is used to begin assembly of another supertanker. In this way it is possible to complete a ship in three to four months.

Japan's Trade (pages 58-59)

Trading activity is very closely related to ships and shipbuilding in Japan. Japan is one of the world's most important trading nations since it depends on imported raw materials to supply its factories and on foreign markets to sell goods to pay for the imports of raw materials. In completing this section, you might ask the class to go home and make a list of all of the things in their home that have been made in Japan. Have the students consolidate their various lists in class and then try to put them into categories such as cars, clothing, cameras, shoes, radios and television sets, motorcycles,

etc. See how many of the exports on page 59 the class list contains. Notice how many times Canada is listed as a major customer for this group of commodities. Then look at the other side of the list and see what types of goods Canada exports to Japan. Discuss the differences between Canada's exports and the products that Canada buys from Japan. Such a discussion should touch upon the higher cost of imported Japanese goods compared to the raw materials such as coal, metals and foods that Canada sends to Japan. Is this a good thing?

The questions attempt to bring out the importance of ships to Japan, since they provide one of the major exports of the country, help to carry many of the raw materials to Japan, and many of the finished manufactured goods to other countries around the world. Without ships Japanese industries would not be able to get the raw materials needed to operate. The final important point is the wide range of Japanese trading partners. Almost every continent is mentioned in the trade diagram but the special place of the United States, Canada, Australia and Southeast Asia is noticeable.

Good Thinking Means Good Productivity (pages 60-61)

There is quite a different relationship and attitude between workers and companies in Japan than exists in North America. These two pages try to point out this fact and suggest some of the reasons why such a close relationship has developed. You might discuss with the class the meaning and purpose of strikes. Some reasons for the frequency of strikes in our society might be revealed by looking in the newspaper to see if any new strikes have occurred, or are about to occur, in your area. Read the articles to see why a strike is being called and by whom. Then study some of the things that the company in Japan provides for its workers and see if some of the demands of North American workers are met by the Japanese system. Discuss the benefits of the Japanese system, of the North American system. On the other hand, look at the disadvantages of each system.

A Serious Problem (pages 62-63)

As in many industrial nations, air pollution has become a serious problem in Japan. There are so many factories, people, cars, trains, trucks, buses, and other sources of pollution packed into such a small area that it would be very surprising if air pollution wasn't serious in Japan. The drawing A Typical Japanese City tries to show an additional reason for the severity of air pollution—cities sitting in basins surrounded by mountains. Because of this, the winds do not carry the pollution away but allow it to build up. Los Angeles has a similar setting and problem. In Japan, Tokyo, Osaka, Kyoto, Nagoya, Hiroshima, Nagoya and many other cities could be given as examples. The cities in question 5 are located on relatively level land so that any winds that do spring up will tend to carry away pollution.

The concentration of air pollutants has become so severe that it is now a serious health threat in the major cities. The sun may not shine on many days because of the thickness of the smog. Farmers may find that this will reduce the quality of their produce. City workers find respiratory diseases and cancer of the lungs is

becoming much more common. This cause stone buildings to deteriorate more quickly and constant cleaning of windows, other parts of buildings, and equipment is necessary to keep up appearances. The metal bodies of cars, trucks, trains, buses corrode more quickly. All of these cost money or reduce the

Japan. These are the so-called "hidden costs" of pollution. This is considered one of the more urgent problems that must be tackled by the Japan of the near future. Certainly the rest of the world will watch how Japan, with her genius for invention, tackles this environmental problem.

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